



# St Mary's College for the Deaf Wantirna South

2022

## Annual Report to the School Community



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## Minimum Standards Attestation

I, Amanda Purcell, attest that St Mary's College for the Deaf is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

24/03/2023

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

### Our College Vision

A faith community shaping the formation of empowered, inquiring students

### Our Values

Our College philosophy integrates our key values of Empowerment, Inclusion, Independence and Resilience with our knowledge of the explicit needs of deaf and hard of hearing students and the values intrinsic to Catholic Faith.

**Empowerment:** Empowering deaf and hard of hearing students to lead themselves as strong and confident contributors to their school community.

**Inclusion:** Promoting inclusive learning environments that celebrate diversity, acknowledge human rights and commit to the social justice central to the Catholic faith.

**Independence:** Fostering self-sufficient, capable deaf and hard of hearing students actively setting and achieving their own goals.

**Resilience:** Building resilient deaf and hard of hearing young people capable of dealing with life's challenges, maintaining positive relationships and holding a healthy sense of their own identity.

## College Overview

St Mary's College opened at "Delgany" Portsea in 1948 as a day and boarding school for deaf and hard of hearing students. It relocated to Melbourne in 1985, establishing a primary campus (Prep-Year 6) at Wantirna South and a secondary campus at Dandenong (Year 7-12). These campuses were located within the grounds of Holy Trinity Primary School and St John's Regional College with a view to enabling students who are deaf and hard of hearing the opportunity to learn within a mainstream school environment whilst accessing daily onsite specialist teaching required to succeed. Since then, St Mary's has established further campuses within Aquinas College Ringwood (Year 7-12), Marymede Catholic College South Morang (Prep-Year 12), Salesian College Sunbury (Year 7-12) and Thomas Carr College Tarneit (Year 7-12), enabling students with a hearing loss from across Melbourne the opportunity to enrol in a St Mary's inclusive education campus.

Students come to St Mary's College from early intervention programs for deaf and hard of hearing children, primary deaf facilities and also Catholic and Government local schools. To be eligible to enrol, students must have a bilateral permanent hearing loss of 40db or greater. In 2022, there were 79 students from Prep-Year 12 enrolled across the six campuses.

The College is set up to maximise each students' potential for effective spoken communication as well as academic and personal growth. Teachers of the Deaf, speech language pathologists, learning support officers, Auditory-Verbal Therapists and Auslan educational interpreters work directly with our students and collaborate with subject teachers from our partner schools to create learning and teaching experiences that meet each child's individual needs. Classrooms within the partner schools are fitted with FM SoundField towers and transmitters and all extra-curricular activities offered to students through the partner schools such as camps, sports, music and performing arts are monitored and adjusted as necessary to become fully accessible for students with a hearing loss.

Our students have the opportunity to study a wide range of Victorian Curriculum subjects as offered from Prep through to VCE, VCE/VET and VCAL. Our tiered approach to intervention ranged from full inclusion in the partner school classrooms to an individualised course of study involving time in regular classes and time receiving specialist teaching and intervention with a personalised program of learning. Building on the Victorian Curriculum, students are also taught from the expanded curriculum for deaf and hard of hearing students, designed to improve learning outcomes that may be impacted by deafness including the development of confidence and a positive identity. Our student wellbeing model follows Positive Behaviour for Learning (PBL) as a whole school approach to communicating behavioural expectations and an understanding of the consequences of decisions made. These are a broad range of tailored and proactive strategies used in achieving positive social and academic learning outcomes.



## Principal's Report

It was great to have a full year back onsite after two years of COVID related disruption. It didn't take long for students and staff to settle back into enjoying the terrific learning, spiritual and social activities on offer through the combined offerings of St Mary's and our six partner schools.

Work towards our school improvement plan continued in 2022 with a focus on building the expertise of our teachers in collecting and analysing student reading assessments through a cycle of inquiry in order to ensure continued growth in student literacy skills. Our Professional Learning Community (PLC) meetings provided teachers of the deaf an opportunity to come together, explore and articulate teaching strategies that work for deaf and hard of hearing students across the curriculum. Identifying what students were learning, how they know when the strategy is working and what success looked like, supported collaboration with students and enabling them to become more knowledgeable and empowered in their own learning journey.

Ensuring all involved in our students' learning experience are aware of what works best for students with a hearing loss is essential for success both academically and socially. As such, we continued to strengthen our involvement in partner school planning meetings and professional development sessions. We continued to monitor and adjust all learning environments both within St Mary's dedicated spaces and in our partner school facilities by installing further amplification systems, trialling individual student automatic live captioning and increasing speech language pathology services. The increase in speech language pathology offered to our students at the Tarneit campus was made possible through the generous support of the Beth Maclaren Smallwood Foundation, which provides scholarships and programs for students with hearing impairment. Auslan interpreting was introduced at our Ringwood campus for students who were identified as learning best through that language. Our Positive Behaviour for Learning (PBL) initiative became instrumental as a key strategy in promoting positive mental health and learning behaviours that assisted students with the return to school after the significant period of learning from home in 2021.

Through the generosity of another benefactor, Majorie Oman Power, St Mary's College was able to continue the significant contribution to Deaf Education by offering a further full scholarship to a teacher studying the Masters of Learning Intervention (hearing impairment). The purpose of the funding, known as the John Patterson Bursary, is to build the professional knowledge of deaf educators and number of qualified teachers of the deaf in Victoria.

Although a small inclusive specialist school, St Mary's College has a large community in which our students were able to flourish. Through the support and combined mission of our wonderful partner schools, our students and staff were welcomed into many faith and extracurricular activities including camps, retreats, performances, inter-school sport and community activities. I would like to express my thanks and acknowledge the generosity and exceptional educational opportunities provided through Holy Trinity Primary School, St John's Regional College, Aquinas College, Marymede Catholic College, Thomas Carr College and Salesian College Sunbury. Finally, the success of our school is hugely dependent on the great relationships and open communication we have with our families. We are very grateful for the time taken out of busy days to attend PSG meetings and respond to requests for information so that we can plan for each child's educational and emotional needs as effectively as possible.

## Catholic Identity and Mission

### Goals & Intended Outcomes

To build confident and resilient learners inspired to live in the tradition of the Dominican charism with voice and agency in decision-making.

### Achievements

The 2022 school year began with a liturgical celebration and Opening Assembly where students and staff from across the school gathered as a campus community to reflect on our faith through student-led prayer. We acknowledged the achievement of our 2021 award winners and recognised our student campus leaders for 2022. The presentation of the Dominican Award is an important feature in recognising a student inspired to live by values important to our community. One student was selected from the whole school who had demonstrated actions and words in their school life that reflect each of the four Dominican Pillars of community, service, study and prayer. Students were given a further opportunity to lead and make decisions at our St Dominic's Day celebration which included a full Mass at St Dominic's church followed by social games and activities where our senior students supported the involvement of our junior students. To build staff knowledge of the pillars in the context of life today, staff took turns at meetings linking a prayer or reflection based on one of the pillars to an issue or event occurring at that time.

### Religious Education Curriculum

All students were able to explore, understand and come to know the essential elements of the Christian faith journey through participation in the Religious Education curriculum as offered through our partner schools. For those students fortunate enough to attend retreats and reflection days, they were able to get to know one another a little better while exploring their path in life and developing the confidence to make decisions knowing their worth as children created in the image of God.

#### VALUE ADDED

- Liturgies to mark significant events.
- Student-led prayer at assemblies and prayer services
- Staff prayer at all briefings and staff meetings.
- Staff professional learning focusing on ecological thinking, prayer and spirituality
- Social justice activities were able to run in person again. Partner school activities such as the Long Walk organised through Aquinas College and the Project Compassion collection of food and household items for the St. Vincent de Paul Society were once again up and running.



## Learning and Teaching

### Goals & Intended Outcomes

**Goal:** To enhance purposeful and effective pedagogical practices that promote successful learning outcomes for deaf and hard of hearing students.

**Intended Outcome:**

That there is consistent growth in literacy, numeracy and language competency in all students.

### Achievements

In 2022 St Mary's College students returned to onsite learning for the full year. Given that hearing loss makes learning independently and through video conferencing extremely challenging, both staff and students were pleased to have full access to the curriculum and learning continued.

2022 was the second year of a four-year strategy to enhance literacy, numeracy and language in our students. The focus for 2022 was to use effective research-based strategies to improve reading comprehension. Teachers collaborated to analyse and discuss pre and post reading tests and identified areas where skills had improved. Through regular meetings, teachers built their knowledge of teaching reading comprehension through investigating strategies in learning teams. Whilst not a priority area, much work continued with students on writing skills which pleasingly resulted in our students achieving above average improvement in this area. NAPLAN data demonstrated 90% of students were writing at or above the National Minimum Standards.

In 2022 curriculum scope and sequences were developed and refined by teaching staff and acknowledged as a valuable resource in determining what skill or knowledge should be the focus of their teaching. The next part of this process will be to encourage staff to embed this in their teaching practices. Students once again had full access to the Victorian Curriculum through either our partner school teaching or St Mary's as well as numerous co-curricular learning experiences designed to build competency in areas such as self-awareness, creativity, critical thinking, independence and understanding of the world.

Extracurricular activities were pince again back on offer with camps, excursions, work placements and sporting events keeping students busy and engaged. Upon returning, we were able to offer additional tuition in literacy to support to many of students identified with slower than expected growth through the Tutor Initiative Program.

To further support student learning, students were offered additional access supports including

- Amplification systems in classrooms
- Captioning on video content
- Note-taking in secondary classes
- Speech Language therapy at school face to face or online
- Auditory-Verbal Therapy at school face to face or online
- Audiologist school visits through Hearing Australia
- Educational Interpreting (Auslan)
- In-class learning support

- Teachers of the Deaf planning learning adjustments with subject and classroom teachers

### **VCE/VCAL**

All Year 12 students successfully completed their senior secondary education following their chosen pathway. Year 12 graduates from 2022 received a range of different post school opportunities. Of the 11, two students complete their VCAL. Both have successfully secured work or further training in their chosen area. Many VCE students chose to study vocational education courses (certificates) in a variety of disciplines. Nine students completed a VCE pathway and commenced degrees at university.

### **STUDENT LEARNING OUTCOMES**

Teachers tracked student learning outcomes in 2022 using formative and summative assessment data. Expressive language (EVT), writing (eWrite), numeracy (PAT-M) and reading (PAT-R) assessments were conducted with all students with group and individual growth from previous tests measured.

For writing, assessment data demonstrated growth in writing for 85% of students of greater than one year over the previous 12-month period which was a significant achievement. Reading growth started to improve with approximately 50% making greater than one year's growth in one year. However, given reading becomes increasingly complex for deaf and hard of hearing students, our goal is to continue working towards increasing growth in this area in 2023. Expressive language data showed a stable but positive result of a year's growth for a year.

### **NAPLAN**

NAPLAN did not take place in 2020 as a result of the COVID-19 pandemic meaning growth from the same group cannot be measured over the 2 years. Given the small number of students at each year level and the diversity of learning needs, there would be no benefit in comparing the 2021 group with the 2022 group who completed NAPLAN assessments. However, individual 2022 results were used along with other assessments, assisted in gaining an in-depth understanding of each individual student's current ability and future learning needs.

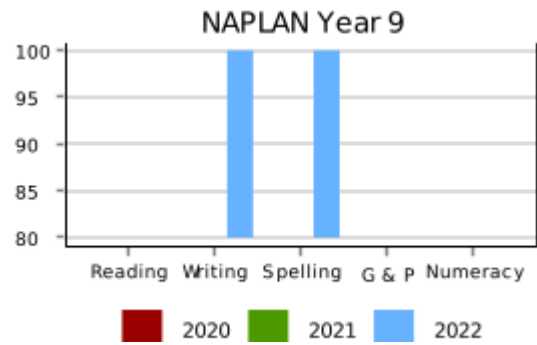
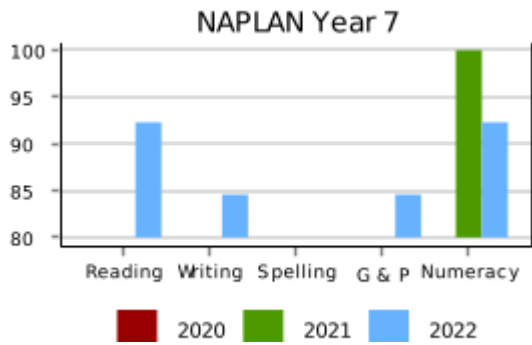
MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Grammar & Punctuation	522.4
Year 9 Numeracy	553.8
Year 9 Reading	551.7
Year 9 Spelling	553.5
Year 9 Writing	541.2

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	**	-	**	**
YR 03 Numeracy	-	**	-	**	**
YR 03 Reading	-	**	-	**	**
YR 03 Spelling	-	**	-	**	**
YR 03 Writing	-	**	-	**	**
YR 05 Grammar & Punctuation	-	**	-	**	**
YR 05 Numeracy	-	**	-	**	**
YR 05 Reading	-	**	-	**	**
YR 05 Spelling	-	**	--	**	**
YR 05 Writing	-	**		**	**
YR 07 Grammar & Punctuation	-	40.0	-	84.6	44.6
YR 07 Numeracy	-	100.0	-	92.3	-7.7
YR 07 Reading	-	80.0	-	92.3	12.3
YR 07 Spelling	-	80.0	-	76.9	-3.1
YR 07 Writing	-	80.0	-	84.6	4.6
YR 09 Grammar & Punctuation	-	55.6	-	75.0	19.4
YR 09 Numeracy	-	75.0	-	75.0	0.0
YR 09 Reading	-	50.0	-	75.0	25.0
YR 09 Spelling	-	66.7	-	100.0	33.3
YR 09 Writing	-	75.0	-	100.0	25.0

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

**Goal:** To build confident and resilient learners inspired to live in the tradition of the Dominican charism with voice and agency in decision-making.

**Intended Outcome:**

That students have the attitude, mindset, skill and strategies to successfully manage academic and social challenges, as well as the confidence to engage with new experiences.

### Achievements

Positive Behaviour for Learning (PBL) as a school-wide strategy to improve student engagement and confidence was an important aspect of settling students back into school in 2022. Each campus maintained a staff to student ratio of approximately 1:4, meaning students were provided with timely and responsive support and recognition of positive actions and words. We were very pleased with how well most of our students responded to classroom expectations and maintaining positive relationships with friends. Given the disruptions of the previous two years, the relative transition to a full year learning at school was evidence of both the resilience of our students and way our families worked in partnership with the school. The Deputy Principal Student Wellbeing was as an active member of the Primary and Secondary MACS Wellbeing Network, keeping abreast of strategies that promote student engagement following the return to onsite learning after COVID. The Student Leadership position continued to be effective, expanding on initiatives from the previous year and leading the student campus leaders in promoting the engagement of other students in new activities.

As we entered our fourth year as a PBL school, St Mary's College embedded and consolidated practice while supporting new staff with an induction into the inclusive culture of our school. The PBL focus in 2022 was to embed a whole-school framework that acknowledges positive behaviour and views misbehaviour as an opportunity to explicitly teach students the school expectation of Self advocacy, Mindset for learning and Connection to others. Establishing a consistent and measured response as outlined in our Major and Minor Behaviours flowchart guided teachers in responding to any challenges in a consistent and effective manner.

### Student Leadership

St Mary's College recognises that student voice, agency and leadership have a central role in improving student outcomes and supporting student safety and wellbeing. In 2022, our Student Campus Leaders further developed their leadership skills and confidence by attending the Halogen Youth Leadership Forum, where they listened to inspirational speakers talk about their leadership journey. They then had an opportunity to display their ability to lead others by planning and implementing a campus based social activity and pizza lunch as well as taking an active role in upholding our faith through involvement in St Dominic's Day Mass. Inspired by the Dominican pillar of Service, our Student Campus Leaders planned and organised two fundraising activities, selling butterfly badges during Hearing Awareness week for Deafness Foundation and designing their own fundraising event to raise money for Caritas.

## VALUE ADDED

The following value added opportunities were provided by St Mary's College:

- Each campus elected a student leader
- A Position of Leadership was responsible for coordinating the student leaders program
- Social opportunities to bond with other DHH students at Opening Assembly (lunch and games at St John's Regional College, Dandenong) and St Dominic's Day celebration (Liturgy, Lunch and Bowling)
- Student leaders continued to be responsible for the College banner at partner school events and liturgies when onsite
- Various social opportunities were provided within St Mary's space at lunch times. These were open to our students and their friends from the partner school and included Auslan classes and clubs
- PBL winners were acknowledged weekly and monthly winners recognised in the newsletter and awarded incentives or gift vouchers
- Campus based celebrations of milestones including birthdays and recognition of graduating students occurred
- Participation in Primary Deaf Sports and Secondary Deaf Sports (University of Melbourne) provided opportunities for friendly sporting competition between DHH students from other schools across Victoria
- Behaviour tracking software was used to identify possible goals for students in various areas of social skills or behaviours

The following value added opportunities were accessed by our students through our partner schools:

- Camps, retreats and buddy peer support programs
- Harmony Day events
- Wellbeing workshops and activities
- Access to Youth Space (secondary) at lunch and recess
- Music, drama, sports and art groups
- Duke of Edinburgh's Award
- Formal evening events such as Graduation Mass, Dinners, Debs and Presentation Balls

## STUDENT SATISFACTION

In 2022, St Mary's College students completed the annual survey MACSSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey). Overall, St Mary's College



students reported more positively (61%) than the MACS school's average (53%). Areas of significant positivity include students feeling teachers having high expectations of what they can achieve (75%) and how they feel they are valued as members of the school (69%).

The annual school survey (MACSSIS) data showed an improvement in student's mindset about themselves as learners from 59% to 64% with student engagement in learning also increasing. Another highlight was the area of students feeling safe and respected at school, which increased from 65% to 66 % which is well above the MACS school's average (51%).

## STUDENT ATTENDANCE

St Mary's College is responsible for reporting on student attendance. To ensure diligence to student safety, attendance is recorded throughout the day by both St Mary's and each partner school (each period for secondary students and twice daily for primary). The Campus Organiser of St Mary's is responsible for ensuring any unexplained absences are reported to parents / guardians as soon as possible following the first roll mark. The Deputy Principal at each campus makes contact with parents / guardians of any students that are absent for two consecutive days. This may be to enquire about the wellbeing of the student, rather than to discuss attendance concerns, as the absence reason may be known. For students who continue to have non-medical related absences, a PSG meeting is called to ascertain causes and develop strategies to help improve the student's attendance. For more significant difficulties with attendance, a school engagement plan is developed with the student and PSG members.

## YEARS 9 – 12 STUDENT RETENTION RATE

Years 9 to 12 Student Retention Rate

97.5%

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	
Y01	89.2%
Y02	74.8%
Y03	82.0%
Y04	82.7%
Y05	89.6%
Y06	92.8%
Y07	85.6%
Y08	82.5%
Y09	82.2%
Y10	81.5%
Overall average attendance	84.3%

<b>SENIOR SECONDARY OUTCOMES</b>	
VCE Median Score	30.85
VCE Completion Rate	100.0%
VCAL Completion Rate	100.0%

## Child Safe Standards

### Goals & Intended Outcomes

In 2022, our focus shifted to ensuring safe environments for children both at school and in off-site educational environments.

Our goals were:

- To build an understanding in students as to what safe and unsafe interactions look like in venues other than school.
- To ensure students had strategies and were empowered to respond to situations in which they felt unsafe
- For staff to be able to effectively identify potential child safe hazards and put mitigation strategies in place.

### Achievements

In 2022, the following activities and procedures were undertaken to extend the cultural change to online learning environments as well as ongoing implementation and review of our child safe strategies;

- Review and development of risk assessment for students attending work experience placements, structured workplace training and TAFE
- The embedding of policies and commitments into every day practice
- Professional learning of teachers, non-teaching staff and volunteers
- Implementation of Ministerial Order 1359 and the new 11 Child Safe Standards
- Implementation of Responding to Student Sexual Offending processes
- Student participation and empowerment strategies such as campus student leaders meetings
- Strategies addressing the principle of inclusion
- Child Safety team meetings
- Human Resources practices (recruitment, supervision, performance review refined)
- Child Safety - Risk Management practices review and improved
- Information on cyber safety and responding to inappropriate behaviour online was shared with staff, parents and students
- Student Leaders worked with the staff student leader in building their capacity to have a voice in decisions and represent the student community.

## Leadership

### Goals & Intended Outcomes

**Goal:** To extend the professional capabilities of St Mary's staff to collaborate effectively and be empowered in leading learning communities.

**Intended Outcome:**

That knowledge of individual student's needs and best practice in deaf education are embedded in St Mary's and partner school collegiate planning.

### Achievements

In 2022 our staff continued to build their knowledge of the literacy curriculum, particularly in the area of reading comprehension. Professional Learning Communities (PLC's) met weekly to discuss the impact of evidence based practices using a cycle of inquiry.

All PLC groups trialled at least one evidenced-based strategy with all units of work having learning intentions and success criteria that link to individual student's needs. The 2022 MACSSIS survey staff results showed teachers reporting discussion of specific instructional practices in a team more highly (78%) than MACS school average.

The Impact Coaching program continued to support staff in building their professional capacity for personal goal setting and all teachers completed an annual review meeting based on the outcomes of the AITSL self reflection tool.

The Leadership team engaged in professional learning around the strategy of Learning Walks as a means to develop a process for giving timely and targeted feedback to staff. This strategy will be implemented across the College in 2023. Members of the leadership team also led professional development activities in our partner schools around best practices for deaf and hard of hearing learners.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

The professional learning undertaken by staff at St Mary's College in 2022 focused on targeted evidence-based practices for deaf/hard of hearing students in literacy and language, how to provide wellbeing support to the student community and faith formation. Professional learning was completed in the following areas:

#### Deafness

- Australian Association of Special Educators National Conference
- Supporting Deaf and Hard of Hearing Students in the classroom
- Language and Communication access for Deaf and hard of hearing children
- Masters of Learning Intervention (hearing Impairment)
- Auslan Teachers Conference
- Victorian Deaf Educators Network

- Auslan Certificate 1 and 2
- Voice intervention: goal setting and technique selection
- Improving communication specifically for children with hearing impairment
- Evidence-based Practices in Deaf Education

**Faith**

- Promoting capabilities through an ecological lens
- Leadership and Religious Education Pathways Program
- The Mission and Identity of the Catholic Dialogue School Today - Vatican II perspective
- Exploring Faith and Spirituality

**Diverse Learners**

- Understanding Learning Difficulties (dyslexia)
- Understanding Autism

**Language and Literacy**

- The best strategies for improving reading comprehension and inference skills
- Visualizing Vocabulary - Improving Word Association and Retrieval Skills
- Introduction to Colourful Semantics
- Strategies for talking about English – Ideas for interpreters in supporting students in an English language class
- Research with teachers and interpreters working with sign language users in English classes

**Wellbeing**

- Student Wellbeing Leaders Network Primary
- Youth Mental Health First Aid
- Wellbeing for learning in Catholic school communities
- Accommodating Gender Identity and Sexual Orientation in Faith-based Schools
- Social Capital and Adolescents with Hearing Loss
- Emotional wellbeing in D/deaf and hard of hearing young people
- Social, Emotional and Relational Leadership

Number of teachers who participated in PL in 2022	21
Average expenditure per teacher for PL	\$796

### TEACHER SATISFACTION

In 2022, St Mary's College staff completed the annual survey MACSSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey). Overall, St Mary's College staff reported more positively (76%) than the MACS school average (67%). Areas of significant positivity included perceptions of the quality of relationships between staff and members of the leadership team (92%) and teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively (90%). Other areas of improvement were how well teachers work together in teams to improve teaching and learning (82%) and teachers' perceptions that staff at the school have what it takes to improve instruction (87%).

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	81.1%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	78.4%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	68.4%
Graduate	31.6%
Graduate Certificate	10.5%
Bachelor Degree	73.7%
Advanced Diploma	21.1%
No Qualifications Listed	10.5%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	21.4
Non-Teaching Staff (Headcount)	16.0
Non-Teaching Staff (FTE)	14.3
Indigenous Teaching Staff (Headcount)	0.0



## Community Engagement

### Goals & Intended Outcomes

**Goal:** To extend the professional capabilities of St Mary's staff to collaborate effectively and be empowered in leading learning communities.

### Achievements

Members of the school leadership team attended PSG transition meetings for all new students prior to entering the school at their and met with relevant support agencies for students preparing to finish their education. Deputy principals meet with early education and primary school teachers of students before commencing to ensure they were as prepared as possible to meet the needs of our new students. Special Considerations and Special Entry Access Scheme (SEAS) applications were completed with students and families of Year 12 students. Documents were also prepared for Disability Liaison Officers at the relevant TAFE and Universities where students were transitioning, outlining student support needs for future success in those environments.

St Mary's College leadership team continued to engage in regular meetings with leadership teams of each partner school to ensure all planning and activities were rolled out in a smooth and consistent manner for St Mary's students and families. Our Teachers of the Deaf participated in Year Level planning meetings and relevant curriculum meetings held by our partner schools in order to contribute knowledge of the learning and wellbeing needs of deaf and hard of hearing students, provide advice on use of soundfield systems and other modifications.

### VALUE ADDED

- Transition days held for all incoming year 7 students in addition to what was offered by the partner schools
- Attendance and engagement at the Victorian Deaf Education Network (VDEN) meetings by College leaders
- Parents attended the College's Opening Assembly and St Mary's graduation events
- Orientation and school tours held
- Past students invited to speak to senior secondary students about their final year and life post secondary school

### PARENT SATISFACTION

In 2022, St Mary's College parents and carers completed the annual survey MACSSIS (Melbourne Archdiocese Catholic Schools - School Improvement Survey).

Overall, St Mary's parents and carers reported more positively (72%) than the MACS school's average (66%). Areas of significant positivity include how motivating learning experiences are (100%) and how often parent information of their child and their learning needs is sought (90%). Parents also had an opportunity to provide feedback to the school through involvement in regular Parent Support Group (PSG) meetings. Parents have expressed feelings of value in the PSG meetings held each term and positivity and gratitude in relation to the close and ongoing communication between home and St Mary's College. Parents also appreciated having the choice to attend PSG meetings either face-to-face or online in 2022.